



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5362	Information Systems Management	A. – 5 hrs. B. – 5 hrs. Total: 10 hrs.

Description of the Assignment/Performance Tasks (see Appendix I)	A. Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology. B. Students will evaluate and analyze a school district's Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training.
Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.	Reflections for EDLD 5362 Course-Embedded Assignments A. Can we define the impact on teaching and learning caused by the addition of internet? The technological dawns of the last 30 years are many (Arhsam, 2002) but how did they impact teaching and learning? Gaining input into this topic was accomplished by interviewing a teacher with at least 20 years teaching experience. Selection of this teacher was very interesting as I talked to several to inquire as to how many years they had been teaching. Their responses varied from a positive to negative connotation leading me to be uncertain as to the outcome of the interview. After selecting a teacher to interview I started with a brief overview of the history of the internet (Biglil, 2002) and together we outlined the past year's benchmarks for the interview. Next I asked a question referring to the teacher's current computer skills and internet usage. The teacher remarked that in order to survive you have to adapt to your surroundings and that included using internet and computers but also lead me to believe it was only to the level required to satisfy campus requirements. At this point we discussed the actual campus plan to implement technology in the classroom and the lack of technology support available and the lack of teacher professional development

<p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points) <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) 	<p>(Hitlin & Rainie, 2005).</p> <p>In closing her comparison and contrast to the internet use in schools was more positive than negative. She felt it changed many more aspects of the school than it did the actual classroom setting. The biggest change was the readily available information to parents using a parent portal and setting alerts that would notify them of attendance and grading status on their child. The second biggest change was the readily available information to the administration at the district and how they could pull specifics and make changes quicker. This was very positive reinforcement by the administration and would provide data quickly to the stakeholders of the district. Lastly the inadequacy of technological skills felt as a teacher in a world steeped in technology where the student knows more than the teacher about the internet (Levin & Arahef, 2002).</p> <p>Featured Articles. (n.d.). USDLA - United States Distance Learning Association: Home . Retrieved April 17, 2011, from http://www.usdla.org/html/journal</p> <p>Biglil, M. (Director). (2009) History of the Internet . Retrieved April 17, 2011, from http://www.youtube.com/watch?v=9hIQjrMHTv4</p> <p>Hitlin, P., & Rainie, L. (2005). The internet at school. Pew Internet and American Life Project. Retrieved on April 17, 2011, from http://pewinternet.org/~Files/Reports/2005/PIP_Internet_and_schools_05.pdf.</p> <p>Levin, D. & Arafeh, S. (2002). The digital disconnect. The widening gap between internet-savvy students and their schools. Pew Internet and American Life Project. Retrieved on April 17, 2011 from http://pewinternet.org/~media/Files/Reports/2002/PIP_Schools_Internet_Report.pdf.pdf</p> <p>B.</p> <p>This week was of great interest to me as I am employed at Region 5 ESC in Beaumont. My position is the Director of the School Management Software Department and our group supports the RSCCC, TxEIS and iTCCS software products. All three products are administrative applications for district use in the operation of the school information system. Our specialists provide on-site traveling to districts to conduct trainings and assist with major issues. They are also responsible for training the district staff and telephone support. McIntire suggest, “In selecting an SIS, look for vendors with a full menu of support options including specialists that can provide on-site, telephone, and Web-based help” (2004). As you can tell this statement is very applicable to me. There are a number of vendors that are marketing to districts but do not provide the “hands-on” support techniques that we offer from the service center. There are also a number of vendors that are not “Texas” specific and districts need to be extremely cautious as this could result in a loss of funds if the reporting criteria are not properly</p>
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<p>upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>met. The data collected using the software system becomes very valuable but the importance of this action does not always filter down to the teacher level. As some of the data is pulled from teacher information it is necessary for them to take this process seriously. One quote captures the topic, “While teachers must believe in the usefulness of the data they hold individually (otherwise they would not collect it), many need support in how to turn this information into knowledge which will enable them to create effective lessons that address the needs of all their students” (Tolley, & Shulruf, 2009).</p> <p>The needs of the teachers to provide the material in the lessons is also very important but costly to district. Budgeting restrictions often play a heavy role in the ability to purchase the much needed equipment and software. Student Information Systems are costly but necessary to comply with state mandates but classroom equipment often suffers. Moore suggests one of the key tools for a teacher would be an interactive white board. “The central component of a good classroom A/V system is a computer-video projector with auxiliary speakers installed in the ceiling. This basic system, when combined with a closed-captioning decoder, makes technology-based learning accessible for students by ensuring that everyone in the classroom can hear and see clearly any type of media projected onto a large screen. A popular but costly and nonessential addition to this system is one of the many brands of interactive white boards (2006).”</p> <p>Technology’s role in the world has changed basically everything and those changes have filtered into our homes. It is now necessary for administrators to support the cost and effort of applying this change into the education environment. Their support must be as role models and by providing budgeting needs. We must work to ensure there is a seamless transition between technology use in the world at home and in the classroom. This effort will result in greater success in educating our students.</p> <p>McIntire, T., 15, M., & 2004. (n.d.). Student Information Systems Demystified, Todd McIntire. Classroom Tech Learning, Education, PC, Mac, iPad, Bloom’s Taxonomy – Techlearning.com . Retrieved April 28, 2011, from http://www.techlearning.com/article</p> <p>Tolley, H., & Shulruf, B. (2009). From Data to Knowledge: The Interaction between Data Management Systems in Educational Institutions and the Delivery of Quality Education.</p> <p>Moore, R. J. (2006, August). The five best accelerators in school. School Administrator, 63 (7).</p>
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